

14th EFTA-TIC Meeting of Trainers and Supervisors in Lisbon

Systemic Training and Supervision in a Multi-Challenged World

Reflections, Road Maps and Actions

BOOK OF ABSTRACTS

Saturday - October 19th, 2024

Time	Title & Room	Presenters	Abstract
9:00-9:30	Opening Auditorium	Nevena Calovska Hertzog, Chair EFTA-TIC, Serbia Ana Gomes, President Sociedade Portuguesa de Terapia Familiar, Portugal Umberta Telfener, President EFTA, Italy	
	Warm up – Getting together Auditorium	Joana Sequeira, Secretary EFTA-TIC, Portugal Vassilis Charalambopoulos, Member EFTA-TIC, Greece	
9:30-11:00	Round Table “Family Today... Therapy/Training for Tomorrow: changing needs and challenges” Auditorium	Pavlos Salichos, Athenian Institute of Anthropolos, Greece Jorge Gato, University of Porto, Portugal Petya Varcheva, EFTA Social Justice Committee, Bulgaria  Coordinator: Kyriaki Polychroni, Honorary Chair EFTA-TIC, Greece	
11:30-13:00	PARALLEL WORKSHOPS & ORAL PRESENTATIONS		
	WS “Inventive Dialogue: three guidelines for supervision in systemic therapy – unfinalizability, natality and citability in search of possible futures” Veneza	Antonio Roma-Torres, Camila Gesta, Maria Moreira, Maria Araújo, Sociedade Portuguesa de Terapia Familiar, Portugal  Moderator: Slavica Gajdadzis-Knezhevikj, Vice-Chair EFTA-TIC, North Macedonia	Jaakko Seikkula's contributions truly inspired the field of systemic therapy. The authors intend to challenge the Open Dialogue, proposing an alternative: the Inventive Dialogue. The aim of this workshop is offer a kind of vaccination against the "monologic virus" that has infiltrated psychotherapeutic tradition, through the powerful concepts of Freudian interpretation and Rogerian empathy. This virus has reproduced a harmful babelisation in some developments, tending to replicate the monologic therapist as the dominant model. The experimental scientific model, based on evidences, has been reluctant to combine contradictory paradigms, unlike the evolution seen in physics and geometry with Heisenberg's uncertainty principle and non-Euclidean models. This workshop intends to challenge this reluctance. In order to develop their approach, the authors combined three particularly inspiring concepts: "unfinalizability" (Mikhail Bakhtin), "natality" (Hannah Arendt) and "citability" (Walter Benjamin) with emblematic practices from some of the most inspiring family therapists, such as enactment (Minuchin), irreverence (Cecchin), better formed stories (Sluzki), not-knowing approach (Goolishian & Anderson) and metadialogue and reflecting team (Andersen). The authors tested their approach in the practice of in vivo supervision and on online digital platforms that became widespread during the COVID-19 pandemic. They also intend to test in vivo with the participants of this workshop. This proposal extends an earlier formulation of the first presenter, in Guerra, C.; Pedrosa, R.; Nunes, P.; Rebelo, J.; Osório, E.; Roma-Torres, A. Psychotherapy as a Polyphonic and Playful Conversation. Psych 2022, 4, 89-99. <a href="https://doi.org/10.3390/psych4010008">https://doi.org/10.3390/psych4010008</a>

	<p>WS <b><i>“Using 6-images method in losses – training and supervision”</i></b> Auditorium</p>	<p><b>Julia Hardy, Lili Tillmann</b>, Thyris Institute for Family Therapy, Hungary</p> <p>Moderator: <b>Teresa Moratalla</b>, Member EFTA-TIC, Spain</p>	<p>In trauma therapy invented '6 images method' is very useful in grieving. This means, in rebuilding a relationship after a cheating, marital unfaithfulness. Or in a 4 adults sibling's therapy, where the very religious upbringing was accompanied with physical- and emotional abuses. Two sisters became psychiatric patients, and the parents didn't accept our invitation to a conjoint family therapy.</p> <p>We 'll experience this method on our losses, and I refer with images the very interesting process, we have done. ( rebuilding trust in a couple therapy, and the adult sibling's familytherapy)</p>
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	<p>WS <b><i>“Dialogical approach - a space where all the therapy schools voices can be heard”</i></b> Roma</p>	<p><b>Nedelcu Marcel</b>, Institutul pentru Cuplu si Familie ICF, Romania</p> <p>Moderator: <b>Valerie O’Brien</b>, Member EFTA-TIC, Ireland</p>	<p>Therapeutic practice in a Multi-Challenging World can be challenging. The tension and radicalization in everyday life can be reflected in the tension and radicalization of the voices of various therapeutic approaches. The psychotherapist has at his disposal a wide range of therapeutic strategies (which often seem to be antagonistic), but at the same time it seems that he must invent something new all the time.</p> <p>This situation can deprive the specialist of a multitude of resources through which to support clients affected by daily challenges. Open dialog is a space where peace between modernist and postmodernist perspective is possible. It frees the therapists from the trap of conflicts between theories. In respect with the principle “all the voices should have space to be expressed, heard and receive answers”, the specialist have the opportunity to return to the origins of the therapy practice, where building solution for the client was not limited by the loyalty for a specific paradigm. The therapist could be more creative, connected with the client’s needs. He could benefit from many beautiful ideas and metaphors that were developed on the psychotherapy field. This workshop provides a concrete strategy which can be used in supervision and therapy practice, to combine different voices from different therapy schools, in open dialog and helps the psychotherapist to go beyond stuck situation.</p>
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14:30-16:00

PARALLEL WORKSHOPS & ORAL PRESENTATIONS

	<p>OP <b><i>“How to connect the systemic training and supervision with the multi-challenging world? The experience of the family therapy training program and the counselling centre at VID Specialized University of Oslo”</i></b> Auditorium</p>	<p><b>Ulf Axberg, Nicoletta Businaro, Siv Merete Myra</b>, VID Specialized University of Oslo, Norway</p> <p>Moderator: <b>Joana Sequeira</b>, Secretary EFTA-TIC, Portugal</p>	<p>Currently, at VID Specialized University in the family therapy and systemic practice training program 320 trainees are enrolled. The general purpose of the program is to prepare family therapists and systemic practitioners who will work in various social and mental health services. The trainees not only meet people who experience different life challenges (such as violence, economic crisis, migration, addiction), but they live themselves in the multi-challenging world. Current research, that we are carrying on, shows that the trainees “fall in love” with the systemic perspective, but after a while they experience the challenge to “think systemic” in contexts and situations where linear causality is predominant. The systemic thinking helps to grasp the interconnectedness and the complexity of the world, but this way of thinking can be challenging to apply to practice. Our research and the practice at the counselling centre show that trainees’ reflections on professional and personal experiences, supervision, and peer learning are closely intertwined key elements. These elements can help the trainees to acquire a deeper self-awareness and a meta-perspective that connect what happens in meetings with persons with what occurs in the society.</p> <p>Based on some research findings about how the trainees experience the study program, the competencies that they develop, and the practice at the counselling centre, we would like to invite the participants to a dialogue about the possibilities/challenges related to the training for family therapists and systemic practitioners, who should be prepared to meet the needs of the multi-challenging society.</p>
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	<p>OP <b><i>“Surviving Atrocities: The Role of Literature in Voicing the Unspeakable in Ethnosystemic Psychotherapy Training and Supervision”</i></b></p> <p>Auditorium</p>	<p><b>Carol Djeddah, Valentina Zambon</b>, Scuola Etno-Sistemica-Narrativa, Roma Etnopsi, Italy</p> <p>Moderator: <b>Joana Sequeira</b>, Secretary EFTA-TIC, Portugal</p>	<p>War atrocities and those related to October 7th and its aftermath have deeply impacted our vision in systemic ethnopsychotherapy, highlighting the need for new ideas and tools in training and supervision in voicing the unspeakable. Ethno-Systemic-Narrative approach draws on social memory to alleviate trauma and offers a powerful framework for helping war-affected individuals and families. It focuses on co-constructing healing narratives that incorporate cultural, religious and geopolitical contexts. This presentation explores the literature critical role in enhancing training and supervision within this approach. In training sessions literature unveils the unspeakable, offering a way to address suffering that might remain unvoiced. Works such as Primo Levi’s "If This Is a Man" or Aleksandr Solzhenitsyn’s "The Gulag Archipelago" illustrate the complexities of traumatic narratives. An example comes from our student who, through her genogram, disclosed that her grandparents had been interned in forced labor Gulag camp. Reading passages from "The Gulag Archipelago" during the training and supervision was instrumental in helping her and the other students to understand the atrocities perpetrated during those times. These literary narratives offer trainee psychotherapists a profound exploration of family transgenerational trauma dynamics and denial, while equipping them to guide themselves and their clients toward healing and transformation.</p>
	<p>OP <b><i>“Feedback informed professional and personal development of psychotherapy trainees using real-time monitoring with the Synergetic Navigation System”</i></b></p> <p>Auditorium</p>	<p><b>Matej Vajda</b>, Sigmund Freud University Vienna - Ljubljana branch SFU, Slovenia</p> <p>Moderator: <b>Joana Sequeira</b>, Secretary EFTA-TIC, Portugal</p>	<p>In addition to mastering theoretical content, psychotherapy trainees are required to develop practical skills in working with people and to engage in a great deal of self-reflection (in personal experience, writing, group work, etc.). This represents a considerable investment of time and organisation, as well as emotional and psychological effort. For curriculum planning and delivery, it is important to consider that the learning process and the development of new patterns of thinking, feeling, and behaviour are crucially influenced by life events (health, work, partnership, family).</p> <p>With real-time monitoring using the Synergetic Navigation System (SNS), quantitative and qualitative data about the professional and personal development of trainees can be systematically collected with daily questionnaires, which enables trend comparison of several variables (e.g., (un)pleasant emotions, motivation, relationships with teachers and colleagues) and trainee stability assessment. Regular (at least monthly) review of the data, in collaboration with the trainee(s), gives insight into complex process dynamics (e.g., which factors are most critical for them and what they can change).</p> <p>Pilot project research using SNS shows positive acceptance of feedback-informed training and a significant impact of extra-training factors (such as divorce, work stress, illness and family problems, pregnancy, relocation, job promotion) on trainees' development. Phases of critical instability can result in positive (e.g., deepening of understanding of the study material, increased motivation) or negative shifts (like drop-out). Peer group support and relationships with teachers during the studies can provide a stable framework. The transition into supervised psychotherapeutic practice emerges as a major developmental stepping stone.</p>

	<p>OP <b><i>“Family Business Matters: The Transition from one generation to another of an EFTA-TIC Training Center, in Greece. Challenges and Thoughts for the future.”</i></b></p> <p>Auditorium</p>	<p><b>Aikaterini Athanasiou</b>, Center of Systemic Therapy, Training, Counselling KESYTHES, Greece</p> <p>Moderator: <b>Joana Sequeira</b>, Secretary EFTA-TIC, Portugal</p>	<p>Every Systemic Training Center can be seen as a business unit, an ecosystem, an entity with its own growth journey toward survival. It is common for the founders of EFTA-TIC centers to be renowned systemic therapists, celebrated for their expertise and recognition in the field, though not necessarily versed in business management. As a result, the need arises for new people to take over, sometimes members of the founder’s own family, thus turning the center into a “Family Business Matter”. How easy is the transition of management from founders to new generation? What are the challenges for all parties involved? How can systemic thinking tools facilitate the succession process? What additional challenges arise when the successors are family members?</p> <p>This presentation will explore the main challenges of transitioning from founder-led management to a new generation during the succession process. As systemic therapists, it is essential to examine this transition holistically, considering a) The systemic dynamics on the side of the (family) business owners (founders), b) The dynamics affecting the new management, especially when they are family members. We will review the case of KESYTHES, a Systemic Psychotherapy &amp; Training Center in Greece, detailing their succession process: Challenges faced, stages undergone, ideas to think for future transitions. Finally, we will provide an open dialogue for systemic training centers offering thinking directions for those undergoing similar situations.</p> <p>Key Words: Family Business, EFTA-TIC Members, Systemic Constellations for Business Purposes, Succession Planning, Systemic Thinking in Management, Systemic Family Therapy in Business.</p>
	<p>OP <b><i>“How to agree to disagree – working with families with marital divorce in the context of multiple social “disagreements” ”</i></b></p> <p>Auditorium</p>	<p><b>Grazhina Budinayte</b>, Society of Family Counsellors and Psychotherapists SFCT (OSKiP), Russia</p> <p>Moderator: <b>Joana Sequeira</b>, Secretary EFTA-TIC, Portugal</p>	<p>The one of the main tasks in psychotherapy of families, experiencing marital divorce, is to help people to get comfortable with the statements, which might be seemed as “dual” and even contradictory. Such as “you may see your ex- partner as a bad partner for you now, but he (she) has to be respected as co-parent and as a parent of your common child” and number of such. It is definitely not so easy for clients not only somehow intellectually accept such “contradictions”, but to develop the functional patterns of communication according to them.</p> <p>But we all regularly have to - as far as we have to deal with “Inevitably” social contexts of our individual functioning - other people, whose positions, needs, expectations, values, behavior patterns may differ – sometimes dramatically - from ours.</p> <p>During this presentation we will collect such “hardly compatible” expectations people deal with in their social - including family, professional - life, will suggest the conceptualization of them as particular communicational task and will discuss the ways to cope with to stay connected.</p> <p>We also will discuss with the colleagues theirs examples, professional position, techniques and new ideas they may have about.</p>
	<p>WS <b><i>“Navigating Racial Intersections in the Training of Systemic Family Therapists”</i></b></p> <p>Roma</p>	<p><b>Henda Lopes, Mariana Miranda</b>, Sociedade Portuguesa de Terapia Familiar &amp; Associação Portuguesa de Terapia Familiar e Comunitária, Portugal</p> <p>Moderator: <b>Valerie O’Brien</b>, Member EFTA-TIC, Ireland</p>	<p>The complexities of migration and intercultural unions present a growing challenge within Family Therapy today. As an age-old practice embedded in human societies, the field now faces unprecedented pressure from political contexts, ethnocentrism, cultural biases, racism, and xenophobia. These factors do not only disrupt the therapeutic setting and the management of communication and relational patterns within families but also challenge therapists in their training, practice, and perspectives. As we delve deeper into our epistemological frameworks, we must confront the biases inherent in our approaches to interventions, perspectives, and processes.</p> <p>Drawing from previous attempts by scholars from the Family Therapy field, like C. Falicov and K. Hardy, and from decolonial perspectives in Social Sciences, we - two co-therapists, one White woman and one Black man, colleagues and friends for over 14 years, bonded through capoeira - invite you to explore and reflect on the challenges, biases, and resources of intersecting positions in (co-)therapy and training. This session aims to shed light on how these intersections can both challenge and enrich our work as therapists and trainers, emphasizing the urgency of addressing these dynamics in our evolving global context.</p>

	<p>WS <b>“Taking into account personal experiences of violence that arise during training. Challenges and paradoxes in a changing institutional context”</b></p> <p>Veneza</p>	<p><b>Jacques Pluymaekers, Estelle Karchen,</b> Réseau &amp; Famille - R&amp;F, France</p> <p>Moderator: <b>Slavica Gajdadzis-Knezhevikj,</b> Vice-Chair EFTA-TIC, North Macedonia</p>	<p>In a societal context where violence, particularly against women, is becoming increasingly visible, the training of counselling professionals in the systemic approach is facing new challenges. How can we deal with this free speech, which is sometimes militant and conveys feelings of injustice or deep-seated anger, while at the same time working on the relational aspect and the effects that it produces, which sometimes overshadows the real meeting with the other? Setting the scene by role-playing the situations studied during the systemic training, using psychodrama, systemic sculptures or floating objects, help the analogical expression of what is really happening in the relationships studied.</p> <p>This brings to light the resonances of the trainees' experiences, sometimes of intra-family violence, or societal violence such as exile in contexts of war, or institutional violence, but also the vicarious traumas of professionals who might be contaminated by dramatic and traumatic experiences lived. This speech will explore the tensions that arise when events of violence lead health and social care institutions and professionals to act and ‘read’ events in a linear way, overlooking the interactional dimension of the different intervention systems involved.</p> <p>The workshop will propose to think about how to integrate a circular reading into a linear intervention. The goal to give back the power to act to everyone, professionals and families affected by their interventions.</p>
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<b>16:30-18:00</b>	<b>PARALLEL WORKSHOPS &amp; ORAL PRESENTATIONS</b>		
	<p>WS <b>“Mobility and migration in a globalized world”</b></p> <p>Veneza</p>	<p><b>Maria Borcsa,</b> Institute of Social Medicine, Rehabilitation Sciences and Healthcare Research University of Applied Sciences, Nordhausen, Germany &amp; <b>Ivy Daure,</b> Ceisme</p> <p>Moderator: <b>Nevena Calovska Hertzog,</b> Chair EFTA TIC, Serbia</p>	<p>In an increasingly interconnected and internationalised world, more people than ever are on the move, whether by choice and preparation or, on the contrary, forced by existential circumstances like war or natural disasters. Whatever the context of the migratory journey and the conditions of arrival in the 'host' country are, all people carry with them a history and a culture that it is important to understand and value.</p> <p>Our workshop invites the participants to think of cultural diversity as a dynamic and creative space. It shows how cultural differences are valuable resources that therapists can draw on to understand patients and help them to form a transcultural identity. We take up unexpected subjects to explore the systemic practise of mobility and migration and enable the current systemic approach to be in tune with the reality of our globalised world.</p> <p>The clinical cases we will be working with in the workshop are related to transcultural couple and family therapy, with the focus on intergenerational memory work and the role of information and communication technology.</p> <p>We reflect on systemic supervision of teams who work with refugees and migrants and focus on the training in multicultural contexts.</p>



	<p>WS <b>“<i>Changing Students, Changing Courses, Changing Clients, Changing Problems</i></b> <b><i>(Is our course relevant to the changing landscape of prospective students?)”</i></b> Auditorium</p>	<p><b>Charlie Azzopardi</b>, Institute of Family Therapy IFT-Malta, Malta</p> <p>Moderator: <b>Yvain Piketty</b>, Treasurer EFTA-TIC, France</p>	<p>In the last years, we have worked hard to adapt the course to deliver the basic and advanced systemic competences (Stratton, et. al.) necessary for effective systemic therapy practice. These changes paralleled unprecedented social changes that changed the nature of studentship for the course. One global major shift witnessed the landscape of the Maltese population shifting from modernism to post modernism. So did the nature of the problems clients bring to therapy. In the last few years we are also facing changes in the attitudes applicants for the course apply with, at times making it difficult for us to select the 'right' students for the course. We have noticed that:</p> <p>Students' attitude towards learning is different Students' aptitude to learning is different Students' intentions of choosing SFT are different Students' study practices are different Students' performance is different Students' relationships to the course, tutor and topics are different</p> <p>1st Exercise: in small groups participants will be asked to discuss and elaborate on the above and extract specific themes or observations they themselves have reflected upon during their recruitment and teaching process. Items and ideas discussed will be drawn on the white board for the large group to connect with and process.</p> <p>2nd Exercise: in small groups participants discuss their own or their institutional difficulties in the selection process for the course. Again, Items and ideas discussed will be drawn on the white board for the large group to connect with and process.</p> <p>3rd Exercise: what do we do with this information? in small groups participants will have some time to generate a list of basic personal and professional qualities applicants' need to best capitalise on the learning opportunity being offered to them. Conclusions will be reported to the general public through the publication of a paper or report.</p> <p>In this immersive experience, participants will be part of the construction of prospective students' basic profile necessary for the successful completion of the training.</p>
	<p>WS <b>“<i>The challenges to the supevisor's (dis)respectfull curiosity”</i></b> Roma</p>	<p><b>Dubravka Trampuz</b>, Institute of Family and Systemic Psychotherapy, Ljubljana</p> <p>Moderator: <b>Teresa Moratalla</b>, Member EFTA-TIC, Spain</p>	<p>The process of systemic supervision is an interactive process whose aim is to help the therapist in training develop his/her own therapeutic style and enhance his/hers professional development in order to become a competent therapist. In this interactive process the implicit power dynamics, according to Foucault, with both its negative and positive potential can be challenged. Even though both can be repressive, the supervisor and supervisee generally strive to use the positive potential of the power dynamics to co-construct new discourses and meanings that enable different understandings to emerge as well as the creation of new subjectivities (good/bad supervisor/supervisee, difficult supervisee...).</p> <p>The world we live in is changing with increasing speed, ecologically, socially, economically and technologically. New social practices are emerging, new theories are created and we are over flooded with different stories that enhance different discourses and create new subjectivities. Artificial intelligence is being incorporated in both the professional and private domain.</p> <p>In this interactive workshop we intend to explore the challenges these changes bring and might bring in the near future to the process of supervision. We explore:</p> <ul style="list-style-type: none"><li>•the supervisor's position of respectful curiosity and when it may be experienced as disrespectful as well as when does the supervisor stop being curious;</li><li>•how does the process of supervision preserve ethical standards while enhancing cognitive dissonance by introducing dilemmas;</li><li>•the theory of gender in systemic supervision;</li><li>•legitimate power and the influence of different concepts and understandings;</li><li>•artificial intelligence in the process of supervision.</li></ul>

Time	Title & Room	Presenters	
9:30-11:00	PARALLEL WORKSHOPS & ORAL PRESENTATIONS		
	OP <i>“Worlds that touch each other: intercultural communication and the emblematic case of adoptive families”</i> Auditorium	<b>Chiara Benini</b> , Centro Studi e Applicazione della Psicologia Relazionale - CSAPR, Italy  Moderator: <b>Teresa Moratalla</b> , Member EFTA-TIC, Spain	<p>Migration phenomena increasingly confront us with different systems and cultural meanings, in society and in the families themselves. But a particular type of multi-ethnic family, which has been created by international adoption, sometimes dramatically highlights the discrepancies that can arise in verbal and non-verbal communication. These errors occur in a series of automatic operations and are mainly implicit. Therefore, they are largely invisible to the people involved and often even to their therapists, who-especially if inexperienced-risk being misled by the narrative of the conflict, and can trigger a dangerous negative escalation. Hence the importance of working on training and supervision in building shared meanings.In addition, this type of family system, due to its peculiar characteristics, offers important isomorphisms with therapeutic systems proving valuable in the training of young therapists.</p> <p>This presentation starts, with the help of some slides, with a brief overview of the proposed theme, then discusses the learning benefits of working on this theme, and finally offers some reflections and examples on the use of the Shared Reality Model in training, in supervision and clinical practice. The focus is on real case analysis, reflecting on clinical and educational implications and challenges.</p>
	OP <i>“Psychological Well-being of Wives of Russian Men Mobilized for War”</i> Auditorium	<b>Elena Chebotareva</b> , Society of Family Counsellors and Psychotherapists SFCT (OSKiP), Russia  Moderator: <b>Teresa Moratalla</b> , Member EFTA-TIC, Spain	<p>In the autumn of 2022, more than 300 thousand Russian men were mobilized for war. A new category of families emerged in Russia that were in dire need of psychological help. There were dramatic changes in these families functioning. In the quantitative stage of our empirical study 87 women, whose husbands were mobilized to the front participated. In the qualitative stage of the study, 20 women participated in a semi-structured interview.</p> <p>Our survey showed that the vast majority of women noted a sharp deterioration in their own psychological state, the well-being of their nuclear and extended families’ members. One third of respondents spoke about the deterioration in their children’s behavior and in relationships with children. Women suddenly found themselves not only as the main element of their nuclear families, but were also forced to become an emotional support for their husbands (not considering themselves entitled to ask for support), for their extended families, also their interactions with the entire social environment changed dramatically.</p> <p>The coping strategies specificity in this situation was discovered. Self-care for these women mainly comes down to physical health caring. Since they now have a strong feeling of misunderstanding from their social environment, they do not believe that psychologists will be able to understand and support them. The experience of psychological assistance to the families of mobilized people shows that the most effective format is support groups. Our research has allowed us to identify certain focuses for psychological assistance and will help to understand such women.</p>

	<p>OP <b><i>“When the use of a floating object in supervision creates a context in which changes can emerge”</i></b></p> <p>Auditorium</p>	<p><b>Emmanuelle Ballarin, Claire Mattei</b>, Réseau &amp; Famille R&amp;F, France</p> <p>Moderator: <b>Teresa Moratalla</b>, Member EFTA-TIC, Spain</p>	<p>In France, we’ve been observing for several years a professional exhaustion called “burn out” which affect the institutions in charge of helping relationships. The english verb “to burn” means “to grill”. Right now, in our institutions, “responding to urgencies” is the rule that allows the functioning of the teams and creates a loss of sense in their missions and paralyzing their creativity. If the “circuit is grilled”, how can the instructor act as the lever to create a context in which change can emerge? How can we avoid that the systemic tool become just another tool “to draw” without investment nor the registration of the professional caught in the urgency? We offer to witness of our experience with floating objects in supervisory groups. The work of the team’s blazon allowed people to start thinking for themselves even when no changes seemed to be able to emerge. This work as a team created new narratives full of hopes and changes for the days to come. The game of the sewing buttons, by emphasizing on the body expression, allowed us to revisit the representation of the professionals and highlight the social norms in which they were trapped. By creating the surprise of another encounter with themselves and the others, the use of the floating object in supervision open new opportunities for the team. This surprise offers a space of creativity in which the professional found a power of action and anchoring in his relationships with others.</p>
	<p>OP <b><i>“Training of trainers in family program for adolescent wellbeing in the multi- challenging world”</i></b></p> <p>Auditorium</p>	<p><b>Gabrijela Boshkov, Katica Mantova, Natka Pachoska, Despina Stojanovska, Marija Raleva</b>, Institute for Marriage, Family and Systemic Practice ALTERNATIVA, North Macedonia</p> <p>Moderator: <b>Teresa Moratalla</b>, Member EFTA-TIC, Spain</p>	<p>Children and adolescents living in multi-challenging world experience high rates of mental health problems and few evidence based services are available. Combination of parenting programs and programs for their adolescents, based on systemic theory and practice, are widely recommended by WHO and UNICEF to prevent maltreatment and enhance parent-child relationships. Training of trainers for the family teens program is highly culturally sensitive and adapted for the context in North Macedonia and regionally. It is organized in a form of several important modules and clearly lead parents/caregivers and their teens, as a “road map” in the multi-challenging world.</p>
	<p>OP <b><i>“The Challenges of Systemic Training and Supervision and many items”</i></b></p> <p>Auditorium</p>	<p><b>Jasminka Veselinovic</b>, Center for Family, Family Therapists and Systemic Education - Cepte, Serbia</p> <p>Moderator: <b>Teresa Moratalla</b>, Member EFTA-TIC, Spain</p>	<p>Using traing standards of European Association for Family Therapists I have enriched our Training Program with great respect to my teachers and supervisors. We used social constructivism theory as well as Collaborative Conversation in context where we live and work, and postmodern psychotherapeutic ethics and relational responsibility in practice. I used „reflecting team“ (in terms of T. Anderson) through proces of training and Supervision especial Multidiemsional model of Supervision with reflective team in alive supervision our traineess as well as „reflexive questioning“ („as a Means to Enable self-healing“ in terms of Tomm K.), especial when we work with traumatic expiriences of our trainees.</p>
	<p>WS <b><i>“Hypno-Systemic Ego State Therapy (HSEsT): Dance of Parts: Reflect, Map Your Road, and Take Action”</i></b></p> <p>Veneza</p>	<p><b>Stefanos Gkaitatzis, Slavica Gajdadzis Knezhevikj</b>, Institute for Marriage, Family and Systemic Practice Institute, ALTERNATIVA, North Macedonia</p> <p>Moderator: <b>Nevena Calovska Hertzog</b>, Chair EFTA-TIC, Serbia</p>	<p>This workshop introduces a novel combination of Hypno-Systemic and Ego State Therapy (HSEsT), grounded in Polyvagal Theory, neuroscience, and the triune brain.</p> <p>Addressing contemporary challenges, HSEsT highlights the interaction between internal and external systems. Environmental issues like deforestation and biodiversity loss impact both our planet and our internal resources. This workshop guides participants in restoring these resources through reflection and experimentation. Live demonstrations of HSEsT, including clinical hypnosis and creative methods such as dance and drawing, will showcase various techniques for achieving resource-rich trance states. These approaches help supervisors and trainers activate their own and their supervisees' inner resources.</p> <p>Combining theoretical foundations with practical demonstrations, this workshop illustrates the applicability of HSEsT in supervision and training contexts, aiding in building resilience and resource activation.</p>



	<p>WS <b><i>"How to survive to blocked and difficult clinical encounters. A systemic perspective"</i></b></p> <p>Roma</p>	<p><b>Umberta Telfener</b>, Centro Milanese di Terapia della Famiglia - CMTF, Italy</p> <p>Moderator: <b>Joana Sequeira</b>, Secretary EFTA-TIC, Portugal</p>	<p>Therapy is a creative, transdisciplinary and transformative art. Sometimes we find ourselves faced with so-called "difficult" cases in which there are too many dissonant voices or the explanations agree too much and become monologic. Too many professionals involved, situations in which the motivation seems to have been lost and linearity has taken over.</p> <p>I would like to reason with the participants on how to understand the processes that involve all those who participate in defining the problem, including us, in order to make therapy become a renewed evolutionary process, a dance. In the seminar I will propose how to combine the relational, reflective and technical aspects. How to think about the premises which are present in order to discuss the narratives and re-narrations that reverberate within each of us.</p> <p>We will work on clinical flashes and the dialogical feedback that derives from them.</p> <p>The methodology will be active, through a constant dialogue with the attenders, games and common discussion. I will divide the group in small clusters and work with the whole group as a reflecting team.</p> <p>We will talk about blocked cases, when we have the feeling that the situation is not evolving and that the usual patterns are repeated over and over.</p>
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<b>11:30-13:00</b>	<b>PARALLEL WORKSHOPS &amp; ORAL PRESENTATIONS</b>		
	<p>WS <b><i>“There is not "I and It" in supervision, but only "I and Thou". All humans are equal”</i></b></p> <p>Auditorium</p>	<p><b>Maria Laura Vittori, Rita Accettura, Francesca De Gregorio, Sara Gentilezza</b>, Istituto Europeo di Formazione e Consulenza Sistemica, Italy</p> <p>Moderator: <b>Vassilis Charalambopoulos</b>, Member EFTA-TIC, Greece</p>	<p>Taking inspiration from the thinking of Martin Buber who, way earlier than the first investigations made in the fashion of second-order cybernetcs were done, claimed necessity for equality for the second element of every relationship, we propose a session of dialogical supervision, with a reflective team. In the setting, it will be provided the presence of an observer, put in the shoes of the patient, sensitive to the manteinance of a respectful stance, by every member of the group, since patients themselves are not present in the same room.</p> <p>We are all fighting for equality, still we know how stealthily our prejudices can emerge, in spite of our best intentions. In our work, they are not social or economic prejudices usually, but professional ones, nurtured often by the assumption that we know better than patients or other professionals (in supervision sessions) what would be better for them, as if we filled the lack of knowledge about social, geographic coordinates of others, with our very "psychological" ideas.</p> <p>However, even the best scientific ideas, in such situations, diminish the other as an "it": an object of our observation and intervention, and Buber warned us that this kind of objectification diminishes also the "I".</p> <p>Consequently, equality proves to be an enrichment for all. Renouncing the frail power of being a therapist or a supervisor, brings the most powerful gift at all: humanity .</p>
	<p>WS <b><i>“Teaching Therapeutic Resilience: Do All Open Shells Reveal Pearls?”</i></b></p> <p>Veneza</p>	<p><b>Nevena Calovska, Radmila Vulic-Bojovic, Desanka Nagulic, Lana Vucicevc, Jelena Milicevic, Una Vitasovic</b>, AST Center for Education, Serbia</p> <p>Moderator: <b>Kyriaki Polychroni</b>, Honorary Chair EFTA-TIC, Greece</p>	<p>In this interactive and collaborative workshop, we aim to create a dynamic space for sharing experiential stories, facilitating a deeper understanding of how our inner voices, past experiences, and various social, personal, and family narratives shape our therapeutic approach. These elements significantly impact our connections with trainees or supervisees, sometimes bridging the gap and other times creating distance.</p> <p>We will explore the internal processes that occur when we find ourselves losing empathy or patience. What thoughts run through our minds? How do we respond behaviourally? How do we navigate moments when we feel like giving up in the training or supervision process? By identifying the chain of reactions between ourselves and the trainee or supervisee, we can develop strategies to maintain effective and compassionate supervision.</p> <p>The workshop will also examine how dominant discourses and constructs within our professional practice can lead to excessively high expectations of trainees or supervisees. This includes the challenging dichotomy between being seen as an "empathetic" versus a "non-empathetic" trainer or supervisor.</p>

	<p>WS “<i>'The language of repair' Fragility and power of a relational experience</i>”</p> <p>Roma</p>	<p><b>Estelle d'Ambrosio, Boris Socat,</b> Institut de formation et d'application des Thérapies de la Communication IFATC, France</p> <p>Moderator: <b>Yvain Piketty,</b> Treasurer EFTA-TIC, France</p>	<p>In work groups, supervisors are often confronted with stories of abuse, violence or behavior that harms individuals. These behaviors, vectors of harm for those who suffer them, can weaken the potential variability of the individuals. These behaviors could have taken place outsideor inside the institution, between professional(s) and the people they support or between people they support. Adults, young adults, adolescents and even children may be affected.</p> <p>As part of supervision, stakeholders are asked to be able to provide concrete responses regarding these situations.</p> <p>The repair or restoration process is a conceptualized and structured approach, based on the clinic. It provides support to professionals so that individuals and institutions can continue their growth processes and preserve a necessary relational balance.</p> <p>The proposed technique appeals to the ecological potentialities of the system, fundamental to stimulate the functionality of individuals, their families and the institution, in order to promote an optimal state of development.</p> <p>Skills acquired:</p> <ul style="list-style-type: none"><li>- The intervention makes it possible to consider repair as a fundamental process of relational balance, necessary for the optimal development of everyone, individuals and groups.</li><li>- Get a classification of the concepts of fault, transgression, error.</li><li>- Understand the parallel with regrets, apologies and forgiveness.</li><li>- Experiment through mini-workshops.</li></ul> <p>The ambition of our workshop is to give professionals working as supervisors an effective tool that collaborates in the restoration of relationships, beneficial for the institution, groups and individuals.</p>
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14:30-16:00

PARALLEL WORKSHOPS & ORAL PRESENTATIONS

	<p>WS “<i>Art, music and literature in the training and supervision of therapists</i>”</p> <p>Veneza</p>	<p><b>Hans Christian Michaelsen,</b> Vice-President EFTA, Chair NFTO, Norway</p> <p>Moderator: <b>Shan Tate,</b> Member EFTA-NFTO, United Kingdom</p>	<p>"Nothing is small, nothing is big - In us are worlds. The small divides into the big. The big in the small – «</p> <p>The quote is taken from a poem by Norwegian painter Edvard Munch. It reflects humans as moving within ourselves, between each other and our surroundings. We live in and are presented to both the inner and the great outer world, through all our senses and channels. Often overwhelming, far away, distant. And at the same time near, diverse and complex, both as persons and professionals. There are worlds within us! Swedish psychologist and poet Tomas Tranströmer opens such ideas in his poem "Romanesque Arches" (Romanska bågar): «Inside you, one vault after another opens endlessly». In training therapists and in supervision the great outside world and the many worlds within us reveal this interconnectedness between "the big in the small" (Munch), and vice versa.</p> <p>This experiential workshop aims to explore how art in its many forms may give us insight in human relational lives in ways that transcends traditional scientific and module based training, how emotional experiences are essential in learning processes, and how such inspiration helps us to find pathways to move systemically together with people who are between love and despair, desire and illness, the past and the moment, crises of the world and the love of life.</p>
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	<p>WS <b><i>“The Commission Carousel”</i></b> Auditorium</p>	<p><b>Matthias Ochs</b>, EFTA-NFTO, Germany</p> <p>Moderator: <b>Valerie O’Brien</b>, Member EFTA-TIC, Ireland</p>	<p>The „Commission Carousel“ is a dialogical-experience oriented reflection-in-action supervision method for strengthening collaboration and cooperation - and enrich it theoretically with Luhmann’s concept of “expectation-expectations”. This method invites to explore the relevant agents in the context of the “commission braid”, in which the cases, that we systemically work with, are embedded. Relevant agents could be e.g. the client, relatives of the client, relevant people in the social and work worlds of the client, other professionals, colleagues, bosses, institutions, my therapeutical super-ego, and so on. The method also explores the perceived commissions of that relevant agents (“expectation-expectations”) and work with that in an interactive and experience-oriented way. That exploration may lead to a modification of the perceived commissions, that fit better to what we can really do as counselors. For instance, in a couple therapy, we may feel (“perceived commission”), that the couple wants that we save their marriage. Of course, this is something we cannot do (because the couple is a self-organized system, and from an epistemological point of view it is not possible to intervene in such systems in a directive-instructive way). But what we can do is to support and accompany the couple to experiment with and find ways, how they can save their marriage by itself. This method helps us as counselors to explore, experience and reflect, what is from an epistemological point of view, something that we can do and what we cannot do – and in that way, be more effective, fell better and have more degrees of freedom.</p>
	<p>WS <b><i>“Couple, relationship, truths: the game as metaphor”</i></b> Roma</p>	<p><b>Ivy Daure</b>, Centre d'etudes et Interventions systémiques de methodologie et d'épistemologie du soin Ceisme, France</p> <p>Moderator: <b>Radmila Vulic-Bojovic</b>, Secretary EFTA General &amp; NFTO, Serbia</p>	<p>Couple, relationship, truth.</p> <p>Is a pictolangage game created with the aim of making it easier for couples to talk. To improve their reading of the relationship using metaphors that represent the little character “Monster Love” in all its states. This game was created for culturally mixed couples and monocultures. During this workshop we will draw attention to its use with people from multiple cultural backgrounds.</p> <p>There are no winners or losers in this game.</p> <p>-Perhaps the couple is the main winner, so that the protagonists in the relationship make time for it. The game is made for the couple, so that they can be in the spotlight and be taken care of.</p> <p>-It's a way of fostering communication and dialogue within the couple.</p> <p>-It allows difficult issues to be tackled with a touch of humor, thanks to the character Amours monstre.</p> <p>- It acts as a third party by asking questions and using images to illustrate feelings that are difficult to express without support.</p> <p>- It's ideal for tackling difficult moments in a relationship.</p> <p>The couple is always singular, and this unique logic leads therapists to use metaphors to better define and understand the relationship. Therapy with couples is a demanding clinic that calls on the therapist's creative capacities to help the couple reveal themselves</p>
16:30-18:00	<p>Round Table</p> <p><b><i>“New wine in old bottles? Risks and possibilities in training therapists: encountering LGBTQ families and racism.”</i></b></p>	<p><b>Slavica Gajdadzis-Knezhevikj</b>, Vice-Chair EFTA-TIC, Institute for Marriage, Family and Systemic Practice, ALTERNATIVA, North Macedonia</p> <p><b>Mariana Miranda</b>, Sociedade Portuguesa de Terapia Familiar &amp; Instituto Superior de Psicologia Aplicada, Portugal</p> <p><b>Valerie O’Brien</b>, Member EFTA-TIC, School of Medicine and Medical Science, University College Dublin, Ireland</p> <p>Coordinator: <b>Nevena Calovska Hertzog</b>, Chair EFTA-TIC, Serbia</p>	

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**The EFTA-TIC Board wishes to thank the Portuguese Society of Family Therapy for their overall support in the organization of our meeting.**